

which stated that fifty per cent of the whole amount for each province was to be given for physical training in the schools under the Department of Education, thirty-five per cent for military drill, and fifteen per cent for rifle shooting.

By to-day's standards the funds may appear insignificant but at a period of time when the money provided by local authorities for a programme was small these sums were considered worthwhile. Even though there were strings attached the Provinces and the Boards of Education found it difficult to look a gift horse in the mouth.

The offer of the Militia Department and the Strathcona Trust was looked upon with a degree of suspicion by some provinces and citizens who expressed the fear that the fund was being used as a vehicle to introduce a system of compulsory military training. To alleviate this climate the following bulletin, which outlined the intent of the Trust Fund, was forwarded by the Executive Council of the Strathcona Trust to the provinces:

"From enquiries...some misapprehension seems to have arisen as to the aims and objects of the Strathcona Trust. It is with a view to the removal of any grounds for misunderstanding that I am directed to submit the following remarks...The position may, perhaps, best be summed up by re-stating the general conditions.. It is confidentially believed that perusal of these conditions will show that they cannot fairly be in any way construed as an attempt to introduce a system of compulsory military training into the schools of Canada.

These conditions are as follows:

8. (a) Physical training to form an integral part of the curriculum in every school, or public educational establishment maintained mainly out of public funds, at which a teacher holding a certificate other than that of the lowest grade is employed.



(b) A certificate of ability to instruct in physical training to form part of every teacher's certificate, other than those of the lowest grade, granted by the Education Department of the Province.

(c) The Education Department to undertake to encourage the formation of cadet corps, including the practice of rifle shooting under suitable conditions by the older boys, in all educational establishments under its control.

(d) The system of physical training adopted to be that in force in the elementary public schools in Great Britain (which has been recently revised in view of the latest development in Sweden, Switzerland and other countries), with such modifications therein as the local conditions of any Province may show to be necessary.

(e) The Education Department to undertake to require, within a specified period, all teachers who are already in possession of its certificates other than those of the lowest grade to qualify themselves to instruct in physical training (subject to the exemption of such teachers as are physically unable to qualify, or are nearly at the end of their term of service), so that in every school there shall be at least one teacher capable of imparting the necessary instruction." 1

The Strathcona Trust had a profound impact on physical education and its effect was to be felt for many years. Control follows the dollar and some physical educators found themselves conducting a type of programme that was not compatible with their personal philosophy.

Miss Ethel Cartwright, Director of Physical Education for Women at McGill University, expressed the opinion of both women and men physical educators when in her talks and writings she questioned the value of the kind of physical training programme that was developing.

In an article written in 1916<sup>2</sup> Miss Cartwright raised the following questions regarding the place of such a programme in the regular scho

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1 The Strathcona Trust, "For the Encouragement of Physical and Military Training in the Public Schools of Canada". A bulletin issued by the Executive Council, Strathcona Trust, and an appended letter dated Ottawa, November 10, 1909, and signed by A.G. Lewis, Secretary, the Executive Council, Strathcona Trust.

2 Ethel M. Cartwright, "Physical Education and the Strathcona Trust" The School, Vol. iv, No. 4, January 1916, pp. 306-310.



curriculum,

"What is the best kind of physical training practicable under the conditions of our schools?

What difference should be made in the work required of rural and town (urban?) schools?

How much time per week should be allotted?

What is the best method of training the teachers, both rural and town, whom we require to teach this subject, whether as grade teachers or as specialists devoting their whole time to it?"

Her conclusions did not favour the Strathcona Trust plan as a part of physical training in the school programme. The summary of her arguments were:

1. That the military teacher is not the right person to teach physical exercises.
2. That expansion of the physical training programme beyond military training was essential.
3. That proper training of teachers equivalent to other disciplines was necessary.
4. That inspection in physical training and proper supervision was required.
5. That teachers taking training should not depend financially on either military or educational authorities.
6. That play opportunities should be provided so that children can learn to play the game for the game's sake.

#### TEACHER EDUCATION AT THE FACULTIES OF EDUCATION, AND THE DEVELOPMENT OF SUMMER SCHOOL COURSES

An examination of the 1907-1908 calendar of the Faculty of Education at the University of Toronto reveals that a physical culture course was provided for men and women, and included exercises with dumb-bells or freehand, wands, games, gymnastics, calisthenics, the treatment of injuries and personal hygiene. Other calendars of that period also

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mention summer courses provided by the University of Toronto but without recognition for departmental certification.

An event of importance in the preparation of physical education teachers was the introduction of summer school courses in 1913 which provided provincial certification. These courses were conducted for the Department of Education by the University of Toronto Extension Committee at the Gymnasium and Athletic Department of the University, and by the Militia Department of the Dominion of Canada at Stanley Barracks, Toronto. No fees were charged for the courses and any teacher with a legal qualification was admitted. An Elementary Physical Culture certificate was now obtainable on the successful completion of the summer session course. Teachers with a First Class or a High School Assistant certificate, who passed both courses in the academic and practical work, were granted certificates as Specialists in Physical Culture in the High and Continuation Schools and Collegiate Institutes.

The availability of these summer sessions and the subsequent changes in the courses at the Faculties of Education provided teachers with the opportunity to specialize and to contribute toward an improvement in the quality of instruction in the school programmes.

A detailed course of study for the summer session of 1913, which is presented as Appendix II,<sup>1</sup> included military instruction in keeping with the Strathcona Trust agreement.

Information regarding the establishment of the summer school physical training session, and a regulation requiring any teacher instructing in the physical training programme to have a certificate

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<sup>1</sup> Report of the Minister of Education 1913, p. 162f.



in physical culture was observed in a letter of the Assistant Deputy-Minister of Education dated December 17, 1937. This is what he had to say,

"The first regular Departmental courses in Physical Culture or Physical Education were given in 1913... Before 1913 there was no Professional certificate in this subject.... Since 1913 an Elementary certificate is required for teaching Physical Education in a High School and a Specialist certificate in a Collegiate Institute." 1

Where there was a need and a qualified teacher was not available the Department of Education supplied a 'Letter of Permission'.

Opinions concerning the effect of the regulation which required teachers of physical training to have an Elementary physical culture certificate and the provision of the summer school sessions have been gleaned from the reports of the secondary school inspectors.

One inspector<sup>2</sup> expressed the opinion that P.T. was receiving increased attention in schools and that in most schools it was of a satisfactory character. Two years later a colleague<sup>3</sup> was more concerned when he reported that the organization for physical training in the schools left much to be desired. He went on to point out that thirteen of the high schools in his inspectorate had no equipment whatever - not even a few dollars worth of clubs and dumb-bells.

A more encouraging opinion was revealed by another inspector who wrote,

"Year by year the advance in the quality of the work is most marked and fully justifies the regulation that these subjects should be taught only by those who have special training." 4

- 1 A letter from the Assistant Deputy-Minister of Education to Miss Margaret Davison, 492 Huron Street, Toronto, Ontario, dated December 17, 1937.
- 2 The report of Inspector Spotton, Report of the Minister of Education 1913, p. 26.
- 3 The report of Inspector Wetherell, Report of the Minister of Education, 1915, p. 28.
- 4 The report of Inspector Spotton, Report of the Minister of Education 1915, p. 12.

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In September 1917 those women and men admitted to the course for the Interim High School certificate were required to take the Elementary certificate in physical culture which included hygiene. The purpose of the course was to prepare candidates in the theory and art of organizing, governing and instructing the pupils in the physical training programmes in the continuation and high schools of Ontario.

The content of the Elementary certificate course for men consisted of the requirements of the Strathcona B certificate which were instruction in military drill, signalling, saluting, sword drill, rifle drill and musketry; along with exercises, calisthenics, outdoor and indoor games, track and field, apparatus work and swimming.

The instruction periods for the women comprised squad drill and marching, free hand exercises including Strathcona exercises, the use of dumb-balls and wands, apparatus work, games, track and field, folk dancing and swimming.

The hygiene course for women and men consisted of lectures dealing with school and home hygiene, personal hygiene, the defects of the eye, nose and throat, and accidents and emergencies.

It is interesting to note that, then as now, those persons unable to pass the swimming tests had their certificates marked 'without swimming'.<sup>1</sup>

The name of Mr. F. Halbus, an instructor at the University of Toronto Schools, appeared in the 1917-1918 calendar of the Faculty of Education for the first time and this gentleman, who assisted Dr. J. W. Barton, was to make a profound contribution to the Ontario secondary school physical and health education programme for almost forty years. When the Ontario College of Education was formed in 1920

<sup>1</sup> The Faculty of Education of the University of Toronto, Calendar for the Session 1917-1918, p. 30.



### THE PERIOD 1920 - 1939

While the Strathcona Trust continued to influence the physical training programmes in the province through its syllabus, teacher and officer training, and the contribution of military personnel who visited the schools, the winds of change were blowing and a different type of programme began to emerge during this period.

To condemn the Trust in its entirety would be just as unjust as to praise it for all its glory. In effect, it did provide a stimulus for activity and performance and it is doubtful if physical training would have received the recognition and status it did without the financial impetus of the Strathcona Trust grant. Few would quarrel with the emphasis on discipline and loyalty, but as time wore on it became evident that the programme failed to recognize and provide for the individual differences in children.

Inspector Leven in his report of 1920 was quite critical of what he saw and commented that there was little variety from grade to grade. He went on to point out that the personality, enthusiasm and organizing ability of the teacher counted for so much; yet this was restricted because of the work that was lifted out of a book. He said, "In the same round of exercises, the interest lags."<sup>1</sup>

On the other hand it was apparent that some inspectors were generally impressed by what they saw because they recommended that physical education be continued as a compulsory subject in each year of the school course. They reported,

"This recommendation is a tribute to the excellent work now being done in the High Schools in Physical Culture. The subject has, in recent years, received systematic attention in the schools with results

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<sup>1</sup> Report of the Minister of Education 1920, p. 55.

decidedly encouraging. Summer classes have afforded teachers an opportunity of fitting themselves to teach this work and there are now few schools in which there is not at least one teacher on the staff who is regularly qualified for teaching it." 1

The Ontario teachers extended an invitation to Dr. Lamb of the Physical and Health Education Department at McGill University to speak at the 1923 General Assembly of the Ontario Education Association. At the meeting this 'Dean of Canadian Physical Education', who was one of the most outspoken opponents of Strathcona training, gave a lengthy and comprehensive coverage of the history of physical drill and training and its relationship to education in general and to health in particular. He had this to say,

"A great deal of instruction is merely the issuing of commands in a parrot-like fashion without any understanding of the motives underlying the commands that were given. Unless there is a more thorough study and application of the material to be taught and its teaching, physical education will not keep pace with general education progress. An apology for the programme in physical education is being carried on in the classrooms of various schools." 2

The reaction of people after the first World War to anything that was military and the withdrawal of government grants for this purpose during the depression years of the 1930s gave support to Dr. Lamb and his associates who were emphatic in expressing the need for a new concept in the approach to physical education in Ontario schools.

#### PHYSICAL EDUCATION LEADERS OF THE PERIOD 1920-1939

Some of the well-known physical educators of this period who made a decided contribution to physical education and teacher training programmes were Misses Bryans and Forster, and Messrs. Young, Halbus and

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1 Report of the Inspectors for the Department of Education, Report of the Minister of Education 1921, p. 41.

2. Edwin Guillet, In the Cause of Education, p. 296.



Bartlett. The contribution of all of them flowed over into the subsequent era of 1940-1965.

Sgt. Major Young was a member of the military instructional cadre posted for duty with the Ontario Department of Education. The ability of this soldier instructor as a skilled performer, combined with his teaching technique and personality that was the envy of many, made him welcome in the schools of the province.

This writer, as a student at a high school in an Ontario town, remembers the visits of Sgt. Major Young when he provided a 'lift' to the local school programmes. In a recent interview,<sup>1</sup> Mr. Young, who as a boy of 16 enlisted and saw overseas service during the first World War, recalled how he had been posted by his regiment for duty during the 1920s as an instructor with the Department of Education. He spoke of such experiences as his visits to North Bay where he would spend one week visiting the normal school in the mornings, the high school in the afternoons, and local militia units at the armoury during the evenings. This military figure was recalled to his regiment at the outbreak of the second World War, and following service in Canada and overseas, he was retired with the rank of Major. His contribution to physical education continued since he joined the staff of the Physical and Health Education Branch of the Ontario Department of Education and, until his retirement two years ago, he provided leadership at summer schools, through visitations to rural schools, and at in-service training sessions.

Mr. Frank Halbus, who had accepted an appointment to the Faculty of the Ontario College of Education in 1920 had been a member of the staff of the University of Toronto Schools. As professor of physical

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<sup>1</sup> Interview with Major John Young

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and health education at the winter sessions and as a staff member at summer school sessions, Mr. Halbus was an inspiration to those who attended the courses. His ability as a performer, and capability as a teacher left little to be desired. It was he who effected many changes in the development of courses that were to meet the needs of the changing programme, and to work toward the upgrading of teacher qualifications. Although retired since 1953 from the Ontario College of Education, this gentleman still contributes to education as a teacher of English at an adult education evening programme at Central Technical School, Toronto.

Mr. Fred Bartlett, prior to his appointment in 1931 as the first Director of Physical and Health Education for the Board of Education for the City of Toronto, had been a teacher at Jarvis Collegiate Institute, Toronto. He brought to his supervisory position a new concept of physical education and instead of a stiff, formal approach to the Strathcona exercises he introduced a rhythmic approach to not only exercises but to a programme of rhythmic for the public schools. As a teacher and principal of summer school courses his influence was felt throughout the province.

Besides providing leadership in the founding of the Canadian Physical Education Association<sup>1</sup> (now called the Canadian Association for Health, Physical Education and Recreation) in 1933, Mr. Bartlett was also a colleague of Messrs. Speirs, Blackstock, Murray, Donaldson and others who had contributed to the founding of the Physical and Health Education Section of the Ontario Education Association a few years earlier.

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<sup>1</sup> Interview with Mr. R. Blackstock, Secretary of the Canadian Association for Health, Physical Education and Recreation.





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